This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

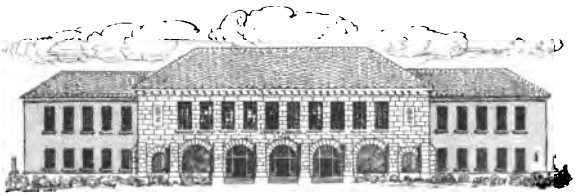
Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

TX 428.2 .L673 BOOK 1
Lewis, Ervin Eugene,
Common-word spellers : a two-book course
Stanford University Libraries
3 6105 04919 8869

THE COMMON-WORD SPELLERS

BOOK ONE

LEWIS



SCHOOL OF EDUCATION
LIBRARY

TEXTBOOK
COLLECTION

STANFORD UNIVERSITY
LIBRARIES

AUG 1 1928
LELAND STANFORD
JUNIOR UNIVERSITY

THE COMMON-WORD SPELLERS

A TWO-BOOK COURSE IN SPELLING FOR THE COMMON SCHOOLS

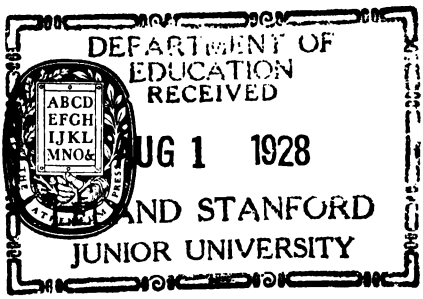
BOOK ONE

FOR THE FIRST, SECOND, THIRD, AND FOURTH GRADES

BY

ERVIN EUGENE LEWIS, PH.D.

SUPERINTENDENT OF SCHOOLS, FLINT, MICHIGAN
FORMERLY PROFESSOR OF EDUCATION AT
THE STATE UNIVERSITY OF IOWA



GINN AND COMPANY

BOSTON · NEW YORK · CHICAGO · LONDON
ATLANTA · DALLAS · COLUMBUS · SAN FRANCISCO

COPYRIGHT, 1921, BY ERVIN EUGENE LEWIS

ALL RIGHTS RESERVED

PRINTED IN THE UNITED STATES OF AMERICA

A 827.3

594324
C

The Athenæum Press
GINN AND COMPANY · PROPRIETORS · BOSTON · U.S.A.

PREFACE

The outstanding features of the *Common-Word Spellers* are:

1. The books contain a scientifically selected vocabulary of the words most commonly used in written correspondence.

2. These words are graded according to their difficulty as established by actual tests rather than by guesswork.

3. Phonetic words are grouped into lessons according to their phonetic elements.

4. Unphonetic words are taught separately as sight words.

5. Reviews are arranged both in columns and in context, the more difficult words being reviewed more frequently.

6. Sentences and letters for dictation are composed exclusively of words previously presented.

7. Especial attention has been paid to the hard spots in words and to words most often misspelled.

8. A standard test in spelling is given at the end of each grade, beginning with the second.

9. Practical exercises in pre-dictionary work occur in grades three and four.

10. Syllabication is taught by means of established principles as well as by practice.

INTRODUCTION

Aim. The chief aim in spelling is to teach pupils to spell accurately and rapidly the words most commonly used in social and business correspondence.

Vocabulary. The first problem, then, in preparing a text-book in spelling is to select in a scientific manner the words which are most commonly used in written intercourse. The name *Common-Word Spellers* is purposely chosen for these books, as it accurately describes the vocabulary contained in this series of spellers.

A careful study of the word lists compiled by Ayres, Pryor, Cook and O'Shea, and others revealed the fact that none of these lists was complete beyond the first 1000 words. Therefore a much more thorough investigation was undertaken by Dr. W. N. Andersen, under the direction of the writer, to determine the 3000 most common words.

Dr. Andersen tabulated all the words, together with their repetitions, occurring in 3723 social and business letters written by persons engaged in professional, agricultural, commercial, industrial, and domestic occupations. He found that the writers of these 3723 letters used a total of 9223 different words. Many of these words were used again and again. Only 3000 of the words were used five times or more. It is this list of 3000 words which is used as the basic list for the *Common-Word Spellers.*

The words used by adults in written correspondence are for the most part the words learned in childhood. When writing, a person tends to avoid a word the spelling of which he is in doubt about. Poor spellers overwork a limited vocabulary. The study of spelling should extend one's vocabulary rather than restrict it. Two thousand common words are insufficient to provide variety of expression adequate to the use of good English. Furthermore, investigators have found that on the average adults use upwards of 3000 words in their written correspondence.

Gradation. The second problem in preparing a textbook in spelling is to determine the grade in which each word should be taught. Words may be graded by guess or by test. The former method has been all too frequently employed. It is unscientific. A word is not easy or difficult for a child simply because it appears to be. Testing is the only reliable method of determining its difficulty. Dr. Ashbaugh in the Iowa Spelling Scales determined the difficulty of 2977 words contained in the *Common-Word Spellers*. The difficulty of each word was determined on the basis of 200 or more spellings by children in each grade above the first. The difficulty of additional words was determined by the Ayres Spelling Scale and by Buckingham's extension thereto, together with a study of the lists prepared by Pryor, Starch, and others.

Method. The third problem concerns the method employed in classifying and teaching the words chosen. It is obvious that if the English language were as purely phonetic as is the Italian, spelling would offer little difficulty.

Unfortunately this is not the case. There are 44 elementary sounds in English speech, with but 26 letters to represent them. An overlapping of sounds necessarily takes place. Two or more different symbols may represent a single sound. Certain sounds are represented by a combination of symbols. These facts make learning to spell more difficult.

The following simple classification is here employed:

1. Words purely phonetic. In such words each elementary sound is represented by its common symbol; for example, *hen, jump, storm.*

2. Words containing sounds which may be represented by more than a single symbol; for example, *firm, fern, crowd, cloud.*

3. Homonyms — words of the same pronunciation but of different spellings and meanings; for example, *cent, sent, scent.*

4. Unphonetic or *sight* words. In such words the pronunciation offers little or no help in the spelling; for example, *tough, does, come.*

The value of this classification is evident when the method of teaching is considered. Obviously words in the first group need but little attention. They "spell themselves." A child who is familiar with the elementary sounds and their common symbols has no difficulty in mastering them. Since over 50 per cent of our common words fall into this group, the value of phonetics as an aid to spelling is evident.

Words of the second group are much harder to learn. The sound of *er* may also be spelled *ir* and *ur*. Just

which spelling is to be used in each case is a difficulty for the learner to overcome.

Words of the third group, called homonyms, should be taught in relation to their use in sentences. The word *cent* is correctly spelled if a small coin is meant, otherwise not. The context alone can show this.

It is for words of the fourth group that special effort in teaching and persistent review are necessary. The child must rely largely on the appearance of the word, or by sheer force of memory he must hold the order of letters in mind. These words have very properly been called "demons." The pronunciation of a demon is no guide to its correct spelling.

Hard Spots. Hard spots occur in words, (1) if a sound is not represented by its usual symbol, (2) if a phonetic equivalent is used in the spelling, (3) if there are silent letters, and (4) if there is an elision of a vowel. Words containing hard spots must be reviewed again and again before it is safe to consider their spellings fixed.

Rules for Spelling. A few rules, not verbally learned, perhaps, but well practiced in their application, are a great stimulus to correct spelling. The four simple ones at the back of this volume are especially helpful in avoiding errors.

Pronunciation and Syllabication. A much neglected feature of spelling is the ability to syllabify correctly. To commit syllables to memory is a needless waste of time and effort. The principles applied to syllabication worked out in these lessons and tersely stated on the closing pages will prove helpful not only in the division of words into syllables

but in the pronunciation of words as well. The author contends that pronunciation is a real part of the field of spelling, for in large measure words are misspelled because their pronunciation is not clearly understood. Pronunciation is to oral English what spelling is to written English.

Reviews. About one hundred and fifty lessons are provided for each year's work above the first. Since a school year contains twenty-five or thirty additional days, it is intended that this extra time be devoted to reviews. The author prefers that these reviews be varied and be given now and then as the class needs require, rather than to have the text assign them in a stereotyped weekly or biweekly fashion. Reviews in "spelldowns," in snappy written exercises, and in pronunciation or meaning tests are far more effective than in the "Friday afternoon review."

Notes to Teachers. There must be great variety of attack in the teaching of spelling. The author in the captions of the lessons has hinted at the points to emphasize. These are intended for both teacher and pupil and should be carefully interpreted for the class. In addition the "Notes to Teachers" referred to by small numbers from time to time are intended to give the teacher the author's idea of the lesson cited and his suggestions for teaching it.

Words at Work. In general the plan of lessons includes the use of words in dictated or required sentences. The dictated sentences are placed just below the lessons and should be written in full during the testing. Pupils may be required to compose additional sentences. Unphonetic and difficult words and homonyms are included in these

exercises. The purely phonetic words are grouped in lessons to assist the pupil's memory by association. If pupils show doubt as to the meaning of such words, improvised sentences or word groups should be called to their assistance.

Variety in Type. Four sizes of type have been used: (1) very large type for the first presentation to the eye of unphonetic words; (2) smaller-sized type for the review words and the phonetic words; (3) still smaller type for the dictation sentences; and (4) rather fine heavy-face type for the lesson captions and other explanatory material.

The lessons are numbered in the outer margin of the page. In general, each numbered exercise represents one lesson, but teachers should not feel bound to this division of the work.

M
B
P
K
F. L. V.

THE COMMON-WORD SPELLERS

BOOK ONE

FIRST GRADE

A is an apple pie.[1]

B baked it.

C cut it.

D divided it.

E ended it.

F found it.

G got it.

H had it.

I iced it.

J jumped for it.

K kept it.

L looked on it.

M made it.

N nodded at it.

O opened it.

P peeped in it.

Q quartered it.

R ran for it.

S stole it.

T took it.

U used it up.

V viewed it.

W, X, Y, and Z

went away as you see without it.

NOTE. This jingle may be read frequently by the teacher as she teaches the names of the letters. Perhaps the children will commit it to memory.

In many easy words each sound in the word is shown by one letter. How many sounds in *an*? How many letters? What is the sound of each letter? What is the name of each letter?

How many sounds are there in each of these words?

an	am	tap	sat
at	pat	ham	man

What are the sounds in each word? Each sound is shown by what letter? Write the word as you hear it. Spell each word aloud. Say the right letters in the right order.[2]

Give the sounds in these words, then spell the words:

tan	nap	hat	pan

You have learned the sound of short *a* and the sounds of *h*, *m*, *s*, *t*, *n*, *p*. Give each of these sounds. You have also learned the names of these letters. Say them.

How many sounds are there in the first word? Each sound is shown by what letter?

Study each word so that you can write it when you hear it spoken. Spell each word aloud, saying the right letters in the right order.

men	set	hen	fed
yes	let	web	led

Give the sounds in each of these words, then spell them aloud and write them.

yet	ten	bet	pen
bed	met	wed	wet
pet	den	net	hen

Seven new letters are on this page: *e*, *d*, *b*, *f*, *l*, *w*, *y*. Name them and give the sound of each.

How many sounds are there in the first word? How many letters? Name the letters and give the sound of each. Do the same for each word. Learn to write the words and to spell them aloud.

in	him	zip	sit
big	vim	kid	bit

Give the sounds in these words; spell the words aloud.

dip	pin	hit	pig
fit	hid	bin	did
win	tip	kit	lip

The new sounds on this page are *g*, *k*, *v*, *z*, and short *i*. Give their sounds and names. Review the sounds and names of the other letters on this page.

Study the first word. What new sound does it contain? Name the new sound, then spell the word. Do the same with the other words in the top row. Spell all the words aloud, then write them.

on	box	job	cot
rod	top	not	pod

Look for the new sounds in these words. Write the letters and give their names. Spell the words:

cob	fox	jog	hot
rot	hog	got	mop
nod	dot	hop	dog

The new sounds on this page are *c*, *j*, *r*, *x*, and short *o*. Give the sound and name of each letter. Study the picture to learn how to sound short *o*.

Give the short sounds of *a*, *e*, *i*, *o*, *u*. Name the letters. What new sound does the first word below contain? Spell the word. First pronounce, then spell the other words.

us	sum	bud	jug
cup	hut	rub	fun
gum	dug	sup	hub

Review these sounds: *d*, *c*, *b*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, *z*. Name the letters. Spell these words as the teacher says them, and write each word after spelling it.

gun	tub	nut	rug
cut	hug	run	but
hum	sun	bug	bun
pug	cub	mug	tug

Spelling More Easy Words

Spell:

ran	can
rap	cab
rag	cap
rat	cat

Learning to Spell Double *s* and Double *l*[3]

Spell:

led	tell
less	fell
leg	fen
let	fed

Spell:

bid	kill
bill	kiss
big	kid
bin	kit

Spell:

hod	sod
hog	rob
hop	rod
hot	rot

Spell:

cud	rug
cub	rub
cup	run
cut	rut

Learn to spell these easy words:

at	sad	tan	pad
am	sap	tag	pat

More easy words to spell:

men	web	if	it
peg	yet	fit	pig
leg	pen	him	bid
wet	pet	hit	dig

These words are easy, too:

on	ox	us	up
lot	hot	sum	hug
log	nod	hub	bud
pop	mob	run	tug

Busy times pronouncing words: [4]

bat	beg	lip	fob	bug
lap	led	miss	jot	fuss
nab	keg	sip	rod	nub
vat	wed	tin	hot	mug

Busy times spelling words:

bad	vex	lid	fox	dug
lag	bed	mill	job	fun
nap	hen	sit	rob	nut
van	red	tip	pod	mud

Busy times reviewing words: [5]

rap	jug	sad	nod	got
bed	not	den	mess	leg
fox	dug	mud	wit	hug
wet	lot	bill	yes	tap
keg	cab	nut	box	met

Spell and write:

a doll bed [6]

a red top

a fat hen

a mad dog

Spell *do*: [7]

I do.

I will.

I did.

I can.

Spell *you*: [7]

Do you?

Will you?

Did you?

Can you?

Spell *my*:

my gun

my cap

my doll

my box

Spell *the*:

the hot bun

the wet rag

the pet pig

the big rug

It is fun to spell easy words:

bad	ten	ham	nap
job	him	rub	tag
tub	get	hut	fed

It is fun to use double *l*:

will	tell	fill	doll
well	till	fell	dull

Fun with *ss*:

miss	mess
fuss	kiss

More fun; just add *d* to the short words: [8]

an	men	win	fun
and	mend	wind	fund

Easy words for good spellers:

best	lift	send	just
belt	list	sell	jump

More easy words for good spellers:

fill	rest	mill	lamp
fist	rent	milk	land

Spell *was, like*: [7]

Was Sam in bed?
Do you like him?
Yes, I do.

Spell and write:

Fill the cup.
Get the bat.
Pat the dog.
Nip the bud.

Copy and spell:

Fix my belt.
Tap the bell.
Send the lad.
Sell a pig.

Learn to use *ng*: [9]

sing
ring
sang
rang

Learn to use *nk*:

bank
sink
tank
pink

Learn to use *sh*:

wish
hush
ship
shop

Learn to use *th*:

then
them
that
this

Spell and write:

Fill the tank.
That will do.
Ring the bell.
Wish them well.

Do you know these words?

nest	dust	west	hand
rest	must	went	land

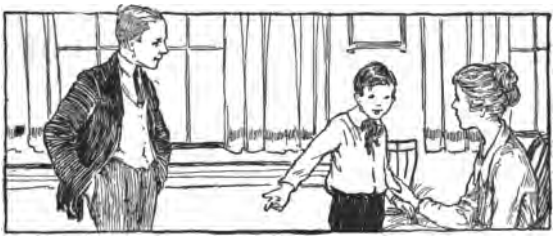
Dad got me a doll bed.
I will hug my dad.

AN INTERESTING GAME

Drop one *s*, the other *s* sounds like *z*:

hiss	miss	less	fuss
his	is	as	has

PHONIC DRILL: LONG *o*, LONG *e*

oh		be
go		he
no		me
so		we

Oh, let me go.
No, you cannot go.

He will let me.
No, he will not.

PHONIC DRILL: LONG *a*

cap	cape	can	cane
at	ate	hat	hate

I like my cap

I like my cape

Add *e* to change the sound of *a*:[10]

mad	fad	mat	Sam
made	fade	mate	same

PHONIC DRILL: LONG *i*, LONG *o*

pin	pine	rod	rode
rip	ripe	not	note

We add *e* to change the sound of *i* and of *o*:

hid	hide	hop	hope

Sam hid my hat.
I will hide his.

Can you hop?
I hope so.

PHONIC DRILL: LONG *a*, *e*, *i*, *o*, *u*

hat	bit	rob	tub	see
hate	bite	robe	tube	tree

Sentences to write:

Make a kite See the cube

Jump the rope Cut a tree

HOW MAY A WORD BE CHANGED WHEN *e* IS ADDED?

Spell *in*, *to*; *into*: [11]

Make can into cane

Make hop into hope

Make dim into dime

Make cut into cute

same	bite	hope	cube	see
came	kite	rope	tube	tree

Reviewing the easy words:

lad	bag	ham	bin
bud	fan	bid	dog
cob	has	cub	but
fat	bat	fog	dig
bun	dim	fad	fix

Reviewing the harder words:

sing	mend	hush	this
then	sang	nest	hand
shop	went	bank	dust
fund	miss	land	west
must	that	fuss	pink

Reviewing the hardest words: [5]

hate	dime	robe	same
note	fade	kite	rode
made	hope	cape	hide
rope	tube	ripe	cute
came	cube	make	hole

SECOND GRADE

PHONIC DRILL:[12] *d*, *h*, *m*, *n*, *t*, *p*, SHORT *a*

Pronounce the words, then spell them:

at	an	am	map	1
pat	nap	had	man	
mad	pan	hat	mat	
tap	tan	ham	dad	

come[13]	he	ate	the	2
who	in	rap	is	

Rap, rap, rap.
Who raps? Come in.

very	come 3
coming	who

The rag man is coming.
He is not very fat.

4	**does**	very	do	rags
	for	comes	us	coming

Who is the rag man?
Does he come for rags?

5	**door**	does	yes	him
	saw	on	for	beg

Does he rap on the door?
Yes, I saw him beg for rags.

PHONIC DRILL:[12] *l*, *s*, *y*, *b*, *g*, SHORT *e*

Pronounce and spell:

6	beg	pet	yet	met
	bed	let	yes	den
	bet	led	peg	set
	hen	net	ten	hem
	get	leg	men	pen
	tell	mess	less	sell

have	to	saw	for	7
what	door	yet	ate	

What, have you a big top?
Yes, I have a big red top.

many	what	time	have	8
two	you	door	red	

Have you many tops, Dan?
I have two red tops.

PHONIC DRILL:[12] *k*, *x*, *w*, *v*, *f*, SHORT *i*

Pronounce and spell:

in	it	if	dip	9
nip	win	six	did	
big	fix	sin	him	
pit	fit	kid	vim	
hip	hid	lid	sit	
bit	pig	hit	dig	

10 **where**	many	and	who
John	did	saw	two

I saw a red fox, John.
Where did you see it?

11 **may**	John	where	set
your	come	this	you

It may be my fox, Dan.
Is your pet fox red?

PHONIC DRILL: [12] *j*, *r*, *s*, SHORT *o*

12 on	got	hod	rob
sod	bog	job	nod
box	rod	sob	fox
hot	mob	log	fob
hog	rot	lot	top

are	may	very	dogs	13
don't	coming	them	your	

Where are the two dogs?
Don't let them see the fox.

PHONIC DRILL:[12] *c*, *z*, SHORT *u*

Pronounce and spell:

us	up	hub	hug	14
run	cut	sum	mud	
rug	bun	fun	jug	
rub	nut	buzz	dug	
bud	rut	sun	gum	

Rub-a-dub dub,
See the men in the tub!

little	don't	shop	do	15
was	pigs	sum	are	

Tom had a little dog.
What was the little dog like?

16	play	will	like	pink
	boy	was	so	little

The boys like to play.
Do the boys play tag?

17	papa	boy	what	for
	buy	me	doll	play

O papa, buy me a dog!
He will play tag.

REVIEW OF SHORT PHONETIC WORDS. PHONIC DRILL.
s (LIKE *z*)

18	has	as	is	his
	cab	hog	rib	sad
	wet	pal	tax	gap
	van	mop	cob	wag
	vex	but	keg	mug
	wax	gap	top	pen
	dot	buzz	get	beg

love	buy	must	has	19
four	have	then	papa	

Bess has four dolls.
I have but two. I love them.

both	love		20
of	four		

Both of my dolls are big.
Fan has two little dolls.

one	mill	of	door	21
most	till	sing	both	

See this big one!
Bess has the most fun.

REVIEW OF DOUBLE *l*[3]

kill	pill	ill	dull	22
hill	doll	fell	spell	

Study the double *s* and double *f*: [3]

23	cuff	miss	muff	fuss
	puff	less	muss	buff

Does Fan miss the big doll?
It fell into the well.

24	her	most	mess	buy
	with	don't	dime	one

I hope she may get it.
Then I will play with her.

Words like *may*, *y* is with long *a*: [14]

25	pay	lay	say	play
	way	hay	day	stay

May I stay to play?

Can you spell these sight words?

26	come	very	who	where
	does	love	two	don't

Two letters after the vowel: [8]

camp	land	**27**
sand	hand	
damp	band	

Let us camp on the sand.
The sand is not damp.

left	sent	rest	felt	**28**
lend	send	tent	belt	

Send me to the tent to rest.

hint	lift	milk	wind	**29**
fist	gift	silk	wing	

See the wind lift the tent!

rust	hunt	lung	fund	**30**
must	dust	hung	just	

Hunt for the tent on the bank.

Make short sentences using these words:

31	once	lend	with	her
	away	felt	stay	hunt

Once upon a time I ran away.

The hyphen in *today* is no longer needed.

32	being	to day	today
	good	a way	away

I am being good today.

Use these riming words in oral sentences of your own to show their meaning:

33	wish	rock	cash	neck
	fish	sock	sash	peck

As you study these words containing *ng* and *nk*, be careful to pronounce them correctly.

34	sang	pink	sink	king
	sung	bank	rink	hang

The underlined words are exceptions to the principle taught on page 69. Study *wh* and *ch*.

when	whip	what	where	**35**
much	such	rich	which[15]	

The sound of *a* as in *all*:

hall	call	fall	small	**36**
ball	tall	wall	walk	

Let us all walk home.

Most people now prefer the spelling *mama*.

gave	walk	such	ship	**37**
mama	once	small	just	

Mama gave me this doll.
It is a big one. See it nod.

put	gave	being	mama	**38**
she	good	send	which	

Mama made me many dolls.
She put one in my bed.

39	tree	robe	put	when
	baby	till	bank	love

Rock the baby in the tree top.

Use *cannot* and *doing* in sentences of your own.

40	cannot	tree	her	lamp
	doing	all	baby	papa

What are you and the baby doing?
We cannot let you play all day.

Spell these words just as they sound:

41	its	wind	ink	rest
	end	with	inch	rent

Papa will pay the rent.

Easy words of four letters:

42	back	neck	test	silk
	sick	next	tent	sink

The hand bag is made of silk.

More easy four-letter words:

band	tent	next	kept	**43**
back	tend	test	self	

The test comes today.

First give the sounds, then spell each word:

held	luck	rack	lump	**44**
help	rush	pack	pump	

Will you help me pump?

mother	less	help	doing	**45**
o'clock [16]	held	cannot	buy	

Mother is coming, Tom.
Get up. It is ten o'clock.

Learn *ar* as it sounds in *dark*. **See page 71.**

dark	inch	sink	o'clock	**46**
gone	away	mother	both	

The sun has set; it is dark.
Mama has gone to get milk for baby.

Review page 16, then study these words:

47	cap	tap	Sam	rat
	cape	tape	same	rate

Sam, mend this tape.
May, fix my cape.

48	dim	fin	dot	con
	dime	fine	dote	cone

Give me a bite of your cone.
I will give you a dime.

49	long	rode	gone	pine
	ago	kept	dark	date

He rode home in the dark.
It was a long time ago.

50	brother	tend	long	sung
	some	what	ago	with

Brother gave me some gum,
but I gave it away.

NOTE. When the vowel is long we often add *e* as we spell.[19]

From which words can *e* be dropped?

take	fine	game	side	**51**
lake	five	lame	ripe	

We had a fine ride on the lake.

In which words has *c* the sound of *s*? What vowel follows *c* in these words? [17]

race	cake	nice	hole	**52**
face	came	lace	pole	

Will you run a race to that pole?

ages	sang	king	four	**53**
their	brother	does	cane	

She is six; he is four.
The sum of their ages is ten.

they	age	some	fuss	**54**
live	mess	their	race	

He is her brother.
They live next door to us.

55 **Review words in large type on the five preceding pages.**[18] **Use them in oral sentences.**

56

too	rush	misses	they
says	most	live	next

I miss you so much!
Papa says he misses you, too.

57

letter	too	o'clock	help
write	rich	some	says

May will write this letter to her mother.
Can you do as well?

58

care	home	write	your
now	letter	tell	was

My dear Mother:[19]

I miss you very much. When are you coming home? How is brother now? I take care of papa and Sam. Write and tell me when you can come home.

Your little May

rain	fund	cash	their	**59**
here	care	now	many	

See the rain! Here comes the rain.
We cannot play in the rain.

girl	here	one	whip	**60**
again	dust	put	rain	

Come again, little girl.
Come when it does not rain.

These words follow what rule? See lesson 47.

fate	lake	game	safe	**61**
fade	late	gate	sake	

Is it safe on the lake today?

May *e* be dropped from any of these words?

nine	wife	time	hide	**62**
mine	wide	life	side	

Nine and one are ten.

Write three short sentences using words ending in silent *e*:
Your time is up.

63	more	home	rose	note
	lone	hole	joke	nose

The boy rode home alone.

64	let us	girl	long	joke
	let 's[16]	again	once	here

We are late; let 's go home.
We can come here again.

65	wants	nest	let 's	dark
	other	wind	fish	doing

Mother wants the other girls to come.
Then she will have some fish.

66	how	cube	wants	mother
	dear	hall	gone	other

How are you, dear brother?
I hope that you are not sick.

word	top	pig	doll	hen	67
means	tops	pigs	dolls	hens	

The word boy means one boy.
The word boys means two or more boys.

added	means	love	how	68
change	care	word	dear	

What letter is added to the word boy to change it to boys?
This change makes the word mean how many?

Spell the plurals of these words: [20]

hand	lock	rock	camp	69
band	fund	bank	king	
gift	test	tent	neck	
list	girl	sock	ring	
duck	wing	lung	silk	
whip	lump	nest	rack	
door	tree	boy	shop	

NOTE. Words meaning more than one are called plurals.

Spell *ing*; it means *continuing*. Then add *ing* to each of the last four words.[21]

70	do ing	doing	see	sing
	be ing	being	tell	play

The girls are singing.
The boys are playing.

71	thank	much	hang	change
	asked	added	fuss	they

When I am asked, "How do you do?"
I say, "Very well, thank you."

72	blue	cash	thank	sink
	eyes	very	them	asked

I asked mother for a doll.
My doll has big blue eyes.

Using the busy ending *ing*:

73	saying	haying	willing
	paying	laying	helping

Are you willing to play with dolls?

To form plurals of words ending in *e*, what letter is added?

games	fives	notes	miles	**74**
cakes	cones	pines	holes	

Let's write some notes to John.

These words mean actions by another:

bites	hides	likes	rides	**75**
makes	takes	bakes	dotes	

My papa says he dotes on me.

After adding *s* to each of these words, tell which mean actions:

hide	hate	date	name	**76**
bake	cape	cake	rake	
dime	cube	hole	rope	

Review these sight words: [22]

once	many	o'clock	write	**77**
word	says	buy	their	

Nine o'clock is their bedtime.

Two Letters in Front of the Vowel

Pronounce before you spell: [23]

78	lad	rip	top	rug
	glad	trip	stop	drug

We are glad to take the trip.

79	rib	pot	nap	lip
	crib	spot	snap	slip

Do not slip on that wet spot.

80	step	from	drum	plum
	plan	flat	drop	club

Drop your club, and step back.

horse	blue	test	upon	81
give	rush	eye	today	

Here is a fine horse.
Give me a ride on his back.

paper	thank	horse	give	82
said	asked	nose	safe	

The figs and nuts are not all gone.
Bob said that he had some in a paper bag.

Silent *e* follows long *e* in these words:

see	bee	wee	fee	83
tree	flee	glee	free	

To flee means to run away.

The silent vowel *y* generally changes to *i* as it steps inside the word.

pay	lay	stay	say	84
paid	laid	staid	said	

Papa said to go away.
He has paid the bill.

Are these sight words hard for you?

85	again	they	their	gone
	other	some	give	eyes

A Mid-Year "Spelldown" [24]

don't	write	laying	live
next	self	which	small
papa	doing	love	inch
o'clock	tape	brother	ago
five	their	safe	buy
such	alone	rose	today
put	wants	your	said
sink	wife	most	much
dote	helping	word	test
John	change	blue	mine
rush	rich	notes	cones
long	cube	drug	horse
nose	paid	glee	does
mother	paper	morning	four
away	very	willing	little

work	held	two	paper	86
why	rest	said	sang	

Why do you work all day long?

Notice the change in the sound of *e* when a consonant is added.[25]

we	he	the	she	87
wet	hen	then	shed	

It is wet in the shed.

Does the sound of *e* change in these words? Why not?[26]

see	bee	wee	fee	88
seed	beet	week	feet	

He has paid his fee.

tonight	work	joke	once	89
ice	small	too	why	

It was so hot tonight.
We ate some ice.

***A* as in *ask*; pronounce and spell:**

90	ask	last	pass	grass
	asked	fast	past	glass

She asked for milk in a glass.

91	ever	give	tonight	bakes
	pies	misses	how	ice

Did you ever bake pies?
How did you like them?

92	morning	wife	pies	ever
	Christmas	bites	your	which

Dame, get up and bake your pies,
Bake your pies, bake your pies;
Dame, get up and bake your pies
On Christmas Day in the morning.

In these words *o* is long without having a final *e*:[27]

gold	told	fold	cold	**93**
sold	old	hold	scold	

She sold the Christmas pies.

In these words *i* is long without having a final *e*:

kind	mind	blind	wild	**94**
find	child	grind	mild	

Will you help the blind man?
He asked you for a dime.

Often a word is made by putting two words together:[11]
***up*, *on*; *upon*.**

a go	ago	within	myself	**95**
for got	forgot	maybe	inside	

He forgot to go inside the gate.

oil	Christmas	safe	rope	**96**
water	morning	rust	letter	

Oil will not mix with water.

There are two sounds for *th*: *that*, *thin*.

97	that	thin	then	thus
	this	thud	than	them

The rock fell with a thud.

Review the digraphs *sh* and *ch*.

98	shed	shop	chop	shot
	shut	ship	chip	chin

The shot came from the ship.

99	sheep	oil	chip	does
	after	thus	very	water

Little Bo-Peep has lost her sheep.
She has gone after them.

100	were	crib	sheep	their
	can't	says	after	where

Where were they last night?
I can't tell you where they were.

cover	were	drum	word	**101**
wool	less	can't	flat	

Will you help her find them?
I want their wool to cover me.

shall	work	cover	ask	**102**
sir	added	free	wool	

Where shall I go for them?
I cannot find the sheep, sir.

three	both	fix	shall	**103**
full	sir	saw	again	

Baa, baa, black sheep, have you some wool?
Yes, sir, yes, sir, three bags full.

Learn the diphthong *oy*:

boy	toy	joy	coy	**104**

a good boy
an old toy
What does coy mean?
Christmas joy

Two letters before the vowel. Review lesson 78:

105	till	rill	well	kill
	still	drill	swell	skill

We had fire drill today.

Double letters for single sounds:[3]

106	shall	chill	dress	bluff
	shell	spell	press	stuff

I shall
nutshell

Spell with care.
Press my dress.

107	banker	belt	full	drug
	became	three	don't	grass

The banker became very rich.

108	house	scold	banker	eyes
	river	flee	became	ever

The river runs within a mile of the house.
Can you swim?

any	write	house	hold	**109**
there	club	river	does	

"Will you write a letter for me, Jane?
Are there any cakes for the boys?"

school	there	why	spell	**110**
apple	brother	child	any	

"May I bake an apple pie, mother?
Sam likes pie after school."

Sunday	apple	blind	love	**111**
father	chop	many	school	

"Yes, Jane, but do write to father.
He will not be home next Sunday."

look	stop	Sunday	father	**112**
post	other	plum	wild	

"We must post the letter today.
Father will look for it."

Double *o* as in *too*:

113	food	roof	poor	room
	soon	cool	noon	moon

***A* at the beginning of a word:**[28]

114	a live	a round	alone	alike
	alive	around	aside	along

He will be alone on Sunday.

Words working together:

115	any thing	be long	after noon
	anything	belong	afternoon

Is this the afternoon paper?
Does it belong to you?
Have we anything to look at?

Double *o* as in *good*:

116	look	good	book	foot
	cook	wood	took	wool

been	find	look	thus	117
bird	post	paper	oil	

The birds have all been away.
They will come back again.

Sometimes *e* is made long by silent *a*:[29]

met	red	eat	each	118
meat	read	east	teach	

Teach me to read in a book.
Then I will read each day.

hear	A Happy		near	119
dear	New Year!		year	

I wish you a Happy New Year.

sister	bird	been	job	120
open	year	thin	live	

Open the paper so I can see.
Sister does not wish to read.

121	cent	open	each	rose
	able	chin	there	sister

How much are you able to pay?
Five cents, I think.

Big words for little folks:

122	stand	black	grand	bring
	spend	blank	brand	print

Do not spend a cent there.

Long vowel words for little folks:

123	stove	drive	price	state
	store	white	grade	plate

Pay the price at this store.

Longer words for good spellers:

124	better	matter	dinner
	butter	summer	supper

I see two letters just alike.

Notice the change in the sound of *a* when *r* follows it in a word: [30]

am	had	at	pat	**125**
arm	hard	art	part	

light	chill	able	horse	**126**
out	cent	thud	full	

Do you read by that poor light?
You must look out for your eyes.

head	o'clock	morning	light	**127**
table	mother	night	said	

Father sits at the head of the table.

The letter *r* makes *a* say *ah*: [30]

car	far	mark	barn	**128**
card	farm	dark	yard	

Is it dark in the barnyard?

Words that bother us when we write:

129 there — We were there all day.
been — It had been raining.
four — There were four of us.
night — Night came on.
one — No one at home missed us.

Do you say *dog*? In these words *o* is pronounced the same as in *dog*:

130

off	long	lost	loss
soft	song	cost	boss

Try to keep off the grass.
Teach me to sing that song.

More words that bother us:

131 buy — We did not buy anything.
ate — We ate what we had.
dear — Food was very dear.
some — Oh! We had some fun!
here — We came here tonight.

saved	head	anything	table	132
eggs	price	raining	blank	

We saved every egg to sell.
The price was going up.

porch	stuff	teach	egg	133
add	saved	press	farm	

Will you teach me to add, if I sit with you on the porch?

begun	porch	matter	apple	134
true	grind	any	add	

Is it true? Has school begun again?

maker	bluff	cover	glass	135
shoes	true	dress	store	

Father is a maker of shoes.
Rap a tap, tap; rap a tap, tap!
He makes shoes for you and me.

Days of the week:

136 Sunday Friday Tuesday Monday
Saturday Wednesday Thursday

Family names:

137

boy	sister	mama	father
girl	brother	papa	mother

Homonyms to write:[31]

138

Here they come! I can hear them.
Two are too many for him.
I sent him a big red cent.

More homonyms to write:

139

Were their books there?
We buy it by the yard.
Be on time, like the bee.

Sight words to review:

140

water	very	shoes	any
cover	head	write	were

A Year-End "Spelldown" [24]

rich	live	some	once
horse	much	Friday	both
Monday	eyes	word	Sunday
your	o'clock	again	one
coming	does	saw	many
scold	head	blind	after
thus	wool	sheep	added
lost	swell	they	thud
where	child	cost	sir
can't	teach	drill	school
eyes	became	said	look
year	don't	post	three
grind	told	wild	mark
what	porch	poor	alone
father	cool	shall	oil
dress	alike	along	stuff
aside	cook	sister	hear
past	blank	foot	print
true	eggs	begun	add

Standard Test for Second Grade

Two hundred children of the second grade spelled these words with a 50 per cent accuracy at mid-year. You should be 100 per cent accurate at the end of the year. *Are you?* [82]

price	saying	pine	song
able	better	can't	become
blue	card	yard	care
wife	willing	who	too
tonight	any	ill	rose
new	became	drive	supper
fall	inch	such	date
soon	felt	nice	within
thin	table	ink	open
bake	dark	arm	mark
seed	water	banker	long
car	summer	stop	forgot
were	mine	paper	store
spent	life	flat	art
fine	blank	cook	barn
pick	glad	hear	cover
bird	gone	find	wide
head	hold	here	step
helping	spell	brand	noon
soft	four	maker	drop
river	print	sold	help
rust	rent	plate	house
grand	saw	near	plan
brother	east	gate	dinner
hunt	post	rock	sheep

THIRD GRADE

The first eight lessons of this grade review difficult words of the second grade. Test each child on every word before beginning the new lessons. Have children give sentences showing the meanings of words about which there may be doubt.

Review: Words containing Short Vowels

1			2		
	self	rock		crib	drug
	kept	spot		luck	desk
	rank	club		list	chop
	felt	duck		tank	sock
	than	neck		sash	text
	gift	shot		sung	camp
	lock	shed		whip	drum
	plum	held		shut	sick
	rink	such		chin	thus
	glad	twin		drop	flat
	cash	thud		chill	press

Review: Long Vowel Words ending in Silent *e*

3				
	cake	pole	take	time
	line	safe	cute	cube
	sake	home	more	mine
	game	wife	race	here
	lone	nose	gave	nice
	five	cone	side	rake

Review: Other Phonetic Words

4			5		
	ask	play		each	hear
	ball	moon		laid	yard
	pass	mask		farm	wool
	roof	year		cook	poor
	meat	shall		food	hark
	soft	east		barn	tree
	part	lost		wheat	hook
	small	fast		dress	stuff
	week	cent		still	loss
	pail	call		teach	sleep
	foot	three		cool	inch

Mixed Review of Phonetic Words

cost	store	grand	price	6
brand	spend	white	stay	
read	wood	stove	shell	
bring	drive	grass	hung	
press	slide	sail	mail	
wings	grade	spell	walk	

Review of Words containing Hard Spots

where	there	7	house	new	8
able	rich		which	said	
many	doing		very	off	
don't	too		holes	o'clock	
eyes	horse		they	paid	
were	been		blue	buy	
again	means		asked	laying	
happy	can't		today	any	
much	ice		their	such	
water	after		bird	sir	
cent	work		tonight	cover	

9	nothing	begin	able	bog
	done	shoes	maker	barn

shoemaker
nothing done
able to do[88]
begin at once

10	none	sheep	eye	father's
	floor	stove	nothing	change

Nine sheep are on the barn floor.
There are none for me.
They are for Little Boy Blue.

11	given	cent	blue	done
	would	none	floor	egg

would have done
not a cent
has given nothing
none for you

Dictionary Exercise

12 **Learn the letters of the alphabet in order.**
Copy the words in lesson 11 and arrange them alphabetically according to the first letter.

Spelling Games

Tell how to use *ay* and *ai* when spelling words like these: [84]

way	hay	ray	bait	**13**
wait	hail	pail	say	

He said that the pail was full.

Should you change long *y* to *i* in these words as you add *ed* or *es*?

try	sky	dry	cry	**14**
tried	skies	fly	fry	

We tried to stop the baby's cries.

Tell when to use *oi* and when to use *oy*: [84]

boy	toy	coy	joy	**15**
boil	toil	coin	join	

Toil means work; join in the toil.

Name the words to which *ing* is added:

going	finding	thinking	standing	**16**
calling	landing	thanking	walking	

I think he can find the coin.

Silent letters are often the hard spots in words.[85] **Long *e* followed by silent *e*:**

17	see	wee	bee	fee
	seen	weed	beef	feel
	seem	weep	beet	feed

Long *e* followed by silent *a*:[85]

18	sea	tea	eat	ear
	seam	team	heat	fear
	seat	tease	neat	clear

19	study	given	than	glee
	should	grind	test	would

You should study for the test.
Maybe you would not pass.

20	even	it seems	change	study
	odd	have been	child	should

Four is even. Five is odd.
I like to play "Odd or Even."

pain	wait	lain	gain	21
paint	waist	plain	grain	

She had a plain sash around her waist.

mail	rain	maid	pail	22
nail	train	brain	trail	

The little maid ran along the trail.

know	odd	a clear sky	23
city	even	a blue sea	

Do you know a city that is far away?

looked	sick	slip	city	24
loving	held	know	tease	

Dear Grandma:[19]

Last week we looked and looked for you. When can you come? I shall walk out to meet you, for I am not sick now.

Your loving girl.

Jane

Study the changes in the sound of *o*:

25	go	lo	so	no
	got	lot	sop	nod
	goat	load	soap	road

The goat is in the lot.

Write *a* after long *o* in these words:

26	boat	coal	oats	board
	soak	coat	toad	cloak

Let it soak. Load the coal. See the toad.

27	lived	coin	root	loving
	bear	done	looked	nothing

The three bears lived in the woods.
A little girl came to see them.

28	lives	would	lived	wait
	high	bear	boil	study

lives high[88] would not study
wait for them lived alone

What other silent vowels make *o* long?

hoe	toe	bow	sow	**29**
hoed	toes	bowl	sown	

Grain was sown there.

***W*, when a vowel, is often silent:**

row	low	own	throw	**30**
grow	blow	show	snow	
grown	blown	shown	slow	

He is grown. I own. We were shown.

loved	should	high	horse	**31**
taken	lives	sown	root	

The baby has taken a nap.
She is loved by us all.

Words working together:

forget	beside	became	**32**
inside	outside	daytime	
forgive	become	sidewalk	

When spelling these words you may say "double *e*":

33	deed	need	keep	sweet
	deep	meet	heel	sleep

Keep sweet. Meet me. Need sleep.

34	three	green	wheel	speed
	street	teeth	cheer	sheet

Don't speed in the street.
Keep off the green grass.

The busy ending *er* means *more* in these words:

35	older	nearer	kinder	harder
	sooner	faster	colder	longer

Night is longer and colder than day.

Here the busy ending *est* means *most*:

36	dearest	oldest	longest	nearest
	kindest	lowest	strongest	highest

My mother is nearest and dearest to me.

hour	dried	floor	lived	37
copy	given	cheer	loved	

Can you copy the letters in an hour?

The short vowel calls for *tch*: [36]

patch	itch	fetch	witch	38
catch	ditch	notch	match	

Exceptions:

much	such	rich	which

caught	four	three	hour	39
hare	five	taken	copy	

One, two, three, four, five,
I caught a hare alive.

seven	grow	hare	toil	40
eight	caught	don't	work	

Six, seven, eight, nine, ten,
I let it go again.

Remember silent *a* in these words:

41			**42**	
deal	weak		mean	reach
meal	beat		beans	peach
lead	heat		steam	cream
leaf	seal		clean	dream
each	east		wheat	teach

Dictionary Exercise

43 **Write on separate slips of paper the last names of ten children that you know. Arrange the slips alphabetically. Tonight, at home, try to find these names in the telephone book.**

Review of Vowel Digraphs[29]

44			
throw	board	grain	tease
bowl	waist	sleet	shown
dried	plain	paint	cloak

These words help us to number:

45			
first	third	fifth	seventh
second	fourth	sixth	tenth

What happens when *r* follows a vowel? [80]

cat	star	con	cod	**46**
cart	start	corn	cord	

start a fire a cord of wood

PHONIC DRILL: *ar*, *or*

or	jar	born	bark	**47**
nor	mar	fork	park	

Were you born in that house by the park?

form	Lord	storm	smart	**48**
sort	north	short	march	

form in line a smart man
march away sort the mail

bunch	lunch	plant	spend	**49**
drink	crust	frock	shelf	

How much shall we spend for lunch?
Let's buy a bunch of grapes to eat.

[81]

50	every	fork	eight	tried
	finger	city	seven	nor

Every hand has four fingers.

Write sentences using these word-groups: [38]

51	block of wood	a brick wall
	stock of goods	stick a stamp
	a plain frock	a thick crust

52	gather	high	every one here
	children	given	my little finger

Dear Brother:

We have good times on the farm. I feed the hens, gather the eggs, and play with the other children every day. I hope you can come out soon.

Tom

53	above	know	children lived
	hundred	water	gather the nuts

a hundred times above the tree tops

Notice how *r* changes the sound of *e*: [35]

pet	fen	her	per	**54**
pert	fern	hers	perk	

Perk up, my boy! How much per hundred?
A fen is a bog. Pert means smart.

PHONIC DRILL: *er*

term	jerk	clerk	pert	**55**

She clerks in the store. Jerk the cord.
The summer term will end this week.

Place *I'm not* before each word as you spell: [21]

I'm not	asking	sending	farming	**56**
looking	adding	cooking	renting	

Add the suffix *ing* to each of these words:

fish	hunt	spell	wish	**57**
hold	read	bring	hear	

holding fast bringing home

Notice how *r* changes the sound of *i*:

58	bid	fist	sir	fir
	bird	first	stir	firm

a firm stand a fir tree

PHONIC DRILL: *ir* (EQUALS *er*)[85]

59	birth	dirt	skirt	shirt

the girl's skirt a new shirt
black dirt a birthday

What does final *e* do in these words?

60	sale	file	**61**	trade	shade
	lame	tile		broke	shake
	blame	vote		prize	froze

Longer words containing short vowels:

62	ranch	stunt	**63**	trunk	fresh
	bench	thick		track	flesh
	scrap	stock		slept	brush

body	know	base	above	64
bath	tease	firm	eight	

My body is very cold tonight.
I fear a chill after my bath.

Use these word-groups in sentences: [38]

do not leave	what a feast	65
it is cheap	least of all	
plant a tree	gather the eggs	

all right	body	hundred	66
post office	bath	children	

All right is two words.
Is post office two words?

In these words *a* is called a prefix.

about	apart	aside	again	67
agree	ahead	along	away	
alone	asleep	alike	alive	

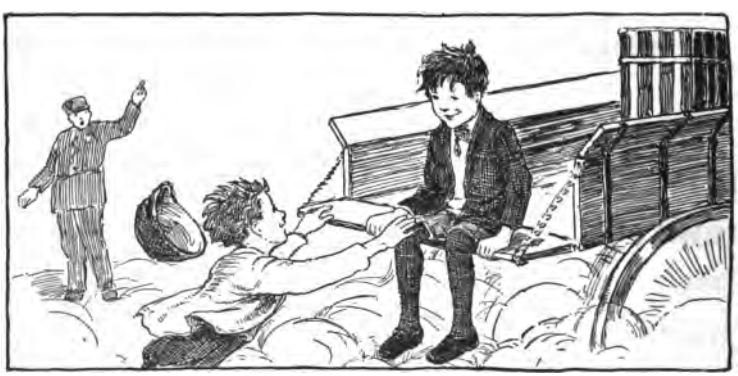
Notice how *r* changes the sound of *u*.

68	hut	bun	pur	bur
	hurt	burn	spur	blur

PHONIC DRILL: *ur* (EQUALS *er*, *ir*)[35]

69	fur	urn	churn	cur
	furl	turn	church	curl

Turn off the light, it blurs my eyes.



70 **Tell a story suggested by this picture. Be able to spell all the words you use.**

Write your story, using these words:

71	street	first	hurt	looking
	jerk	bell	trunk	fingers

wear	soap	all right here		72
report	deed	post office box		

What shall I wear to school?
Where is my report card?

money	wear	fear	outside	73
never	nothing	report	birth	

He has lost all his money.
I fear he will never find it.

Notice final *e* on two words; *a* is silent:

leave	steam	wheat	dream	74
please	speak	treat	clean	

Please keep things very clean.

Other words spelled with *a* as in *ask*:

bath	cast	draft	grass	75
path	mast	dance	class	

high mast cast off spelling class

76	easy	money	saved	shirt
	bread	a pail of water		never

Do you know how to make bread?
It is not very easy to do.

77	great	easy	should	body
	roll	every	bread	study

roll along
easy money
great fun
study hard

Give a name for *ly* in these words. See lesson 57

78	kindly	dearly	hardly	poorly
	badly	gladly	nearly	yearly

speak kindly
yearly report
nearly done
poorly made

79	picture	roll	caught	church
	bought	would	children	great

The class bought a picture for the room.

A Mid-Year "Spelldown"[24]

loved	maybe	shown	nearer
floor	seal	sixth	highest
short	second	born	march
mail	crust	skirt	cord
cheap	fishing	tease	about
head	smart	wear	track
sleet	lowest	waist	fourth
seven	lunch	fork	shelf
tried	gather	eight	every
firm	stunt	feast	perk
curl	cover	again	birth
hundred	street	church	north
water	spend	drink	above
term	adding	holding	froze
nothing	scrap	stock	slept
never	apart	jerk	please
bought	money	clean	report
picture	bread	poorly	great
change	storm	caught	know

The diphthong *ou*, as in *out*: [87]

80	our	sour	found	sound
	ours	loud	pound	round

sour apples
loud sound

pound of meat
was found out

81	mouth	count	ground	house
	south	scout	proud	mouse

I am a boy scout.

I am proud of it.

82	I'm	Mr.	write	gifts
	I'll	Mrs.	writing	tree

I'm writing to Mr. Santa Claus.
I'll write to Mrs. Santa Claus.

Arrange alphabetically; your teacher will help you:

83	indeed	intend	inclose	within
	inform	income	inside	herein

I intend to live within my income.

The diphthong *ow*, as in *how*:[87]

cow	plow	town	brown	**84**
now	down	gown	crowd	

Shall I wear my brown dress?
There is a crowd in town.

REVIEW: WORDS WITH *r* AFTER THE VOWEL[85]

fern	turn	burn	birth	**85**
dirt	shirt	clerk	church	
pert	storm	short	chart	

only	bought a picture		inclose	**86**
heard	ground	board	jerk	

He bought only one picture.
I heard him say so today.

pull	heard	clerk	gather	**87**
flower	great	only	scrap	

Gather the flowers; pull the weeds.
Put the weeds in the road.

88

always	herein	within	slept
behind	pull	flowers	roll

They are always behind time.
So they miss the roll call.

Dictionary Exercise

89 **Arrange the words in lesson 6, page 61, alphabetically. How shall you arrange those beginning with *s*? If not sure, ask your teacher. Insert the words *small*, *still*, and *sail* in the list where they belong.**

Select the first word and the last word for alphabetical arrangement in lesson 7, page 61. Do the same for the next lesson.

90

because	always	firm	blown
closed	witch	finger	behind

The door has been closed all day, because the wind has blown hard.

91

people	closed	blow your horn
party	because	a hail storm

How many people will be at the party?
Will they dance till midnight?

fruit	a bunch of grapes	people	**92**
basket	lost my flower	party	

Here is a basket of fruit for you.
Take the fruit to the party.

pretty	fruit	basket	chain	**93**
also	chart	cheer the team		

I shall wear my pretty dress.
I will take flowers also.

knew	leave	pretty	clerk	**94**
earth	about	easy	also	

He knew that the earth is round.
It was easy to tell about it.

Pronounce each word after *Isn't he*:

teaching	reading	passing	backing	**95**
cleaning	marking	picking	feeding	

NOTE. Suffixes and prefixes are also called syllables. Every syllable contains a vowel sound.

96	thought	alive	seven	earth
	birthday	eight	knew	hear

Today is my birthday; I am only eight.
Father thought I was nine.

Long *u* spelled *ew* or *ue*: [35]

97	new	few	due	hue
	news	stew	dues	hues

a beef stew — paid my dues
good news — a few people

Four little words ending in *ie*:

98	pie	lie	die	tie
	pies	lies	died	tied

The book lies on the table.

Which letter makes *a* long in these words?

99	aid	main	braid	chain
	aim	fail	staid	claim

aim high — first aid — fail not

wagon	block	thought	born	**100**
calf	seed is sown		birthday	

The fat calf is in the wagon.
The cow must walk behind.

early	calf	black as coal		**101**
ready	pretty	wagon	blame	

Be up early, for we are ready to start.
I shall sleep in the wagon tonight.

Is the busy ending *ed* a syllable?

acted	listed	waited	wanted	**102**
needed	rented	posted	tested	

I handed him the list of words.
He wanted to be tested in spelling.

Add *ed*; then pronounce and spell. What letter just precedes *ed* in each word?

start	hand	plant	treat	**103**
print	load	paint	grant	

Review of Sight Words

104	odd	should	money	copy
	would	caught	report	post office
	study	fourth	picture	bought
	seventh	all right	wear	easy

Review of Long *e* Words [35]

105	cream	peach	teeth	wheel
	sweep	cheer	beans	stream
	reach	creep	clear	leave
	sweet	speed	clean	steel
	dream	speak	green	wheat

Review of Long *a* and Long *o* Words [35]

106	paint	grown	soak	cloak
	bowl	brain	hoed	shape
	grade	board	smoke	plain
	shown	sown	train	blown
	throw	stone	soap	loan
	gray	score	goes	clay

Pronounce the words slowly, pausing between the doubled letters. They are not in the same syllable. The second one is silent.

written	fellow	battle	rabbit	**107**
kitten	yellow	bottle	happen	

Don't forget the apostrophe ('): [16]

can't	I'll	didn't	o'clock	**108**
don't	I'm	hadn't	isn't	

half	throw the ball	ready	**109**
point	heel and toe	early	

The hand will soon point to four.
A half hour of my time is gone.

Add *ed*, but pronounce only the *d*:

mail	kill	rain	clean	**110**
call	fill	snow	train	

He. cleaned the walks after it had snowed.

Words working together form compounds:[11]

111 anyhow	somehow	sometime
anyone	someone	somewhat
anything	something	somewhere

112 grew	above	point	term
mighty	bought	half	shade

A mighty oak grew in the yard.
Its cool shade fell on the house.

How has *ing* changed the meaning of these words?

113 staying	feeling	keeping	banking
talking	filling	meeting	selling

She is talking; he is staying.

Change the meaning of these words by adding *ing*:

114 print	pack	train	drill
spend	need	trust	roll

printing press packing apples

Review of Long Vowels with Final *e*

wire	size	skate	frame	115
tire	case	slide	shame	
fire	pure	pride	spoke	

Review of Short Vowels in Easy Words

bulk	rack	sack	grip	116
junk	pack	self	grit	
flag	rank	fact	crop	

country	shake	closed	because	117
move	junk	grew	mighty	

We shall move into the country.
Shall you stay in town?

army	move	country	fact	118
young	people	caught	report	

The young men were in the army.
The old men were at work.

The ending *er* sometimes means *one who*:

119	reader	farmer	holder	feeder
	renter	worker	folder	teacher

Our teacher is a good reader.

Add *er*, meaning *one who*, to each word:

120	rent	teach	clean	farm
	feed	speak	dress	print

The renter is a good farmer.

Before *ing* is added to these words what happens? *ing* means what? [21]

121	love	hoping	saving	having
	loving	taking	riding	making

Is it time for making hay?

Review these long vowel sounds:

122	eve	joke	wake	haste
	use	cure	wipe	grove
	sale	tore	wore	brave

Wake up; make haste; be brave.

doctor	eight	young	hurt	123
visit	army	a short turn		

The doctor will visit the sick child.

June	staid	doctor	flesh	124
July	spring	north	visit	

June and July come in summer.
Birds fly north in the spring.

travel	died	June	fern	125
ticket	the milkmaid		July	

Can you travel without a ticket?
Come to visit me in July.

Sometimes *es* is added to mean more than *one*.[20] Is *es* a suffix? What other name has it?

boxes	wishes	glasses	inches	126
taxes	misses	classes	branches	

nose glasses
best wishes
feet and inches
branches of trees

Less common words in short vowels:

127	dash	hush	clap	lick
	drag	hump	chum	kick
	act	lent	text	wick
	rang	sled	trap	frog
	rack	twin	duck	than

128	warm	ticket	travel	saving
	weather	march to class		stick

The weather is warm in May.

129	twenty	trade	the song of the lark	
	thirty	warm	starch	weather

Thirty is ten more than twenty.
Do you know "The Song of the Lark"?

130	iron	joke	thirty	hoping
	could	twenty	bars	germ

He could not bend the iron bars.

Review *wh* in these words:

what	whip	which	where	**131**
wheel	wheat	white	while	

While you wait. Where is my wheel?

For the sound of *kw* write *qu*:

quit	queen	quite	quick	**132**
quilt	queer	quote	quart	

To quote me, you copy my words.

Put silent *e* before *a* in these words:

great	steak	break	yea (yes)	**133**

The steak was well done.
Do not break your watch.

forty	broke	quite	inches	**134**
fifty	cheap	could	iron	

Fifty is ten more than forty.
Who cannot count to fifty?

135	smaller	forty	where	could
	Bible	queer	fifty	quote

I need a smaller Bible.
Mine is much too big.

136	glove	going to church	Bible
	pocket	smaller	Sunday school

My gloves are in my pocket.
Is Sunday school after church?

Broad *a* stands before *l* or double *l*: [30]

137	sat	hat	stack	tall
	salt	halt	stalk	ball

The stalk of corn is tall.
The stack of grain is small.

138	walk	bald	small	wall
	talk	scald	chalk	call

Hot water will scald you.
a bald head white as chalk

Study the sounds of *c* and *g* in these words:

ace	ice	age	**139**
lace	rice	page	
race	mice	wages	

***C* before *e* is often a hard spot:**

cent	since	twice	dance **140**
cease	slice	place	fence

Cease means stop; since means because.

***G* before *e* generally sounds like *j*:**

gem	large	change	trace **141**
germ	stage	charge	space

Charge my bill, I have no change.

Spell with *s*, even if the sound is like *z*:

close	these	nose	wise **142**
chose	those	rose	rise

Close the door. She chose me to dance.

Are these words compounds?

143	whoever	thereafter	homesick
	wherever	nobody	goldfish

Indeed, I am not homesick.

Other compounds; do you know them?

144	whatever	herself	everyone
	however	himself	everything
	whenever	itself	everywhere

Words having two sounded vowels. How many syllables does each contain? What sound has the first vowel? [88]

145	even	tiny	over	table
	open	lady	music	maple

Words with two middle letters alike. Separate them into syllables as you spell. What sound has the first vowel?

146	muddy	funny	carry	merry
	happy	penny	sorry	jolly

Broad *a* is often followed by *w*:

paw	law	saw	dawn	**147**
pawn	lawn	raw	straw	

a straw hat at dawn of day

After *w*, use *a* for the sound of short *o*:

was	what	wash	washing	**148**
watch	wasp	want	wanting	

The washing was not done.

welcome	copy	glove	place	**149**
won	braid	brown	dawn	

The boys have won the game.
Let's give them a welcome.

evening	fact	won	welcome	**150**
tired	pocket	cease	pure	

We are tired when evening comes.
Let's sit on the lawn and visit.

Name the words in these compounds as you learn to spell them:

151

railroad	football	likewise
newspaper	baseball	forenoon

There is a baseball game this forenoon.

What two silent letters do you see?

152

night	right	sight	tight
light	fight	might	bright

A bright light is in the sky.

How many syllables in each of these words? [88]

153

under	lumber	penny	hurry
number	member	muddy	merry

It is muddy in the lumber yard.

Separate into syllables. Review lesson 146:

154

market	carpet	winter	rabbit
harvest	garden	window	happen

A flower garden is under my window.

Review of Vowel Diphthongs

point	drown	coin	crowd	155
scout	fowl	shout	stout	
flour	join	brown	cloud	

Homonyms in short sentences; be ready to write them rapidly:

One of our boys won the race.[31] **156**
The green wood would not burn.
Meet the train, then bring some meat.
I know of no one to send.

The road was muddy, so he rode a horse. **157**
We ate our lunch at eight o'clock.
He knew all about the new car.
Our turn will come in an hour.

He felt weak all of last week. **158**
You can't beat me pulling beets.
The house maid made a pie.
Father's sail boat is for sale.

A Year-End "Spelldown"

caught	leave	blown	seventh
easy	sour	proud	should
crowd	pert	clerk	writing
people	ready	claim	because
thought	point	stew	pretty
rained	move	birthday	cloak
someone	dues	written	won
knew	aid	mighty	scout
would	sound	acted	herein
board	heard	wagon	flowers
income	party	behind	forty
always	closed	fruit	loaded
country	worker	braid	anyhow
hoping	warm	boxes	travel
could	stalk	weather	bright
quart	close	quite	saving
cease	dawn	glove	young
marking	glasses	iron	earth
welcome	wanting	watch	pulling

STANDARD TEST FOR THIRD GRADE[32]

Fifty per cent of the children in third grades of schools surveyed spelled these words correctly at mid-year. You should spell them all correctly at the end of the year.

would	intend	country	fail
study	pull	army	cared
should	people	young	welcome
copy	nearer	doctor	says
above	knew	visit	heard
all right	earth	travel	hoping
wear	wagon	ticket	o'clock
easy	ready	weather	does
picture	scout	iron	watch
bought	grew	Bible	calf
sheet	mighty	brain	brown
act	battle	dream	grind
grown	carry	main	feeder
maid	joke	load	twice
music	seal	news	proud
paint	match	stunt	wise
size	cleaner	third	gown
rented	grove	track	trunk
lumber	quick	flesh	press
dearest	merry	use	fruit
shame	creep	tire	wire
moved	team	maple	treat
funny	steam	wheat	pride
smaller	quart	wage	grain
speak	thick	strongest	fresh

FOURTH GRADE

Before taking up the new lessons of this grade, a thorough review of the previous work, especially the application of spelling principles, should be given. Use the lists of words on the first three pages for a spelling match.

Words containing a short vowel and words containing a long vowel with final *e*:

1			2	
while	fresh		bench	print
stunt	broke		brave	waste
pride	haste		tenth	block
thick	sixth		track	stole
grove	shade		those	spring
fifth	plant		shall	lunch
frame	shape		slide	space
quick	stack		trunk	brush
trade	spoke		trace	scrap
price	spend		flesh	trust
twice	skate		blank	quilt
stock	stamp		grand	slept

Explain the vowel sound in each word:

tease	waist **3**	board	steam **4**
grain	shown	chalk	storm
cease	cheer	clean	church
braid	dream	wheat	point
brown	small	draft	glass
strike	throw	coast	speech
birth	chart	paint	clerk
steal	strap	third	tried
chose	least	north	short
sound	plain	branch	scout
burst	twice	charge	queen
flesh	taste	block	trust

Look for a hard spot in each of these words:

watch	quote	glove	flour **5**
stalk	skirt	froze	fetch
break	quart	there	which
since	peace	chase	sleet
prize	quite	speak	right
straw	scald	claim	grown

Use these words in sentences:

6 done	would	know	bear
sent	eight	great	knew
heard	buy	their	been
four	seems	wear	two
hour	right	break	beat
meat	steal	week	bread

Review of Words containing Hard Spots

7 because	each	means	ready
cared	early	mild	said
caught	easy	money	says
cease	every	music	shoes
chose	floor	myself	should
city	forty	none	since
close	head	once	study
could	inclose	people	tonight
country	laid	pretty	weak
does	making	read	weather

Note. Pupils should notice that the above words are arranged alphabetically.

clothing	birth	board	crowd	8
suit	steal	sale	heard	

There is a clothing sale at Smith's.
I need another suit badly.

K is like hard *c*. Use *k* for this sound before *e* or *i*: [39]

cattle	cutter	circus	cotton	9
kettle	kitten	center	kitchen	

Did you ever visit a circus kitchen?
Cotton is used for clothing.

The short vowel calls for *ck*; the long, for *k* only: [36]

stack	check	clock	stick	10
stake	cheek	cloak	spike	

Check your cloak at the window.

sewing	raw	prize	clothing	11
needles	suit	circus	branches	

You should get some smaller needles for this fine sewing.

"*I* BEFORE *e* EXCEPT AFTER *c*"

12	field	piece	brief	thief
	yield	niece	chief	grief

Words spelled with *o*, pronounced as in *off*:

13	cross	froth	cloth	strong
	gloss	frost	broth	wrong

This is the wrong piece of cloth.

14	prove	needles	pump	center
	farther	cotton	burn	sewing

I can run farther than you.
Let's prove it by racing to school.

These compounds are made of what words?

15	everyone	yourself	anyway
	everybody	otherwise	anywhere
	everything	sunshine	meantime

DICTIONARY QUESTIONS

16 **What determines the order of the six words beginning with *m* in lesson 7, page 104? Are the words beginning with *s* correctly arranged? Why is *could* above *country*?**

another	prove	farther	there	17
sport	tried	trace	heard	

Baseball is the best sport for me.
There is not another game like it.

DICTATION EXERCISE

April 6, 1921 **18**

Dear Friend: [19]

We are to have our first game of baseball Saturday. I hope you will not have to miss it. It will be a great game. Father and Sam will be on hand too. Come to my home in time for dinner.

Your friend,

John

aunt	chain	sport	kitchen	19
uncle	cloak	stick	another	

My aunt and uncle are here.

among	aunt	check	cattle	20
chickens	stack	chose	uncle	

Mother is out among her chickens.
She gathers the eggs very early.

21	guess	among	lowest	answer
	dozen	cheek	kettle	chickens

Guess how many eggs she will find.
They bring more than forty cents a dozen.

22	afraid	coin	cutter	dozen
	stranger	loud	guess	herein

The chickens are afraid of a stranger.

After *w*, spell *or* when the sound is *ur*.[30] Remember *e* in *worse*; two *r's* in *worry*:

23	word	worm	worst	worse
	work	world	worth	worry

My shoes look worse than ever.
They are not worth buying.

After *w*, spell *ar* when the sound is *or*:

24	war	ward	warm	warn

The school in our ward is not warm.
I warn you now.
The World War is ended.

wonder	stranger	frost	beaten	25
covering	cleaned	afraid	classes	

Mother is covering the flowers.
I wonder if there will be a frost.

Study the uses of *ch* and *tch*.[36] The long vowel calls for *ch*, the short vowel for *tch*:

peach	poach	speech	coach	26
fetch	notch	stitch	patch	

Will you coach me for my speech?

Study the uses of *g* and *dg*.[36] Compare them with *ch* and *tch*. Add *e* to soften the *g*.[17]

wage	huge	cage	dodge	27
badge	judge	edge	bridge	

Don't step off the edge of the bridge.

you'll	worry	forty	wonder	28
oven	worth	gain	covering	

You'll never find a better oven.
It is worth all it cost.

29	pleasure	you'll	stitch	wage
	island	worse	bridge	oven

We can have no pleasure on this island.
The island is much too small.

Using *o* for the sound of short *u*:

30	son	none	glove	front
	ton	some	shove	month

She looked for gloves but found none.
A month is thirty days.

The sound of short *oo* spelled in four ways:

31	wool	push	would	wolf
	stood	bush	could	woman

A wolf stood in front of the door.
The woman tried to drive him away.

32	blood	island	warm	pleasure
	brought	started	world	weather

A blow on his nose brought the blood.

though	worst	blood	buyer	**33**
danger	young	brought	clerk	

It looked as though he would bite her.
But the danger was soon past.

heavy	though	froze	danger	**34**
family	month	shove	woman	

For the heavy blow killed the wolf, and the woman's family was safe.

clever	heavy	judge	family	**35**
story	huge	front	feel	

I heard the woman tell the story.
She was very brave and clever.

The sound of *a*, as in *pair*, occurs with *r* and a silent vowel; it is circumflex *a*:[30]

air	fair	chair	fairer	**36**
pair	hair	stair	fairest	

This plan is the fairest of all.

These words contain long *oo*, as in *too*. Add silent *e* to which three words?

37	booth	broom	smooth	choose
	boost	spoon	goose	loose

Did she choose the old broom?

The sound of long *oo* spelled differently: [35]

38	rule	blue	blew	crew
	rude	true	grew	drew

a ship's crew the golden rule
The wind blew; the grass grew.

39	won't	clever	speech	wolf
	orange	front	story	bush

Won't you have an orange?
Try to choose a good one.

40	ought	won't	peach	coach
	almost	worse	chair	orange

I ought to have some better ones.
But the crop is almost gone.

sure	ought	judge	smooth	41
manage	loose	friend	almost	

My uncle is sure to be here.
He will manage everything.

learn	sure	true	clothing	42
monthly	tight	wolf	manage	

This is his monthly visit.
I learn so much from him.

Silent *a* is a hard spot, since *e* is short:

head	dread	death	thread	43
dead	tread	breath	spread	

Did you break my thread?
I dread to hear the news.

Do these suffixes begin with a vowel? What happens to final *e* before they are added?

close	late	fine	large	44
clos er	lat er	finer	larger	
clos est	lat est	finest	largest	

45	quarter	learn	sewing	crew
	together	badge	monthly	push

The hands of the clock are together.
Isn't it a quarter past three?

Think of *w* before *r* in *write* as you spell the words in this lesson:

46	write	wrote	wrong	wring
	wrist	wreck	wrap	wrench

The whole train was a wreck.
One man broke his wrist.

Remember that *k* before *n* is silent:

47	know	knee	knife	knit
	knew	kneel	knock	knot

Did he knock the ball far?
I knew he could do it.

What phonetic rule applies in these words?

48	dose	zone	taste	range
	save	sire	graze	globe
	cure	yoke	score	phone

haven't	quarter	breath	needles	49
organ	waist	wrong	together	

Haven't you an organ in the house?
Do you girls play together?

lose	haven't	break	farther	50
history	prove	organ	thread	

Did you lose your new history?
It may be farther up the street.

Before a suffix is added to *big* what happens? Notice that *big* ends in *one* consonant preceded by *one* vowel. With what kind of letter does each suffix begin? Add the suffixes to the other words.[40]

big g er	madder	wet	dim	51
big g est	maddest	wet	dim	

Add *er*, then *est*, to each of the first four words; add *ing*, then *ed*, to each of the last four. But what must first be done?

hot	slim	rob	clap	52
fat	thin	beg	slip	

Insert the following words where they belong in lesson 7, page 104:

53 square lose history knife
owe blue wrong globe

You owe him at least a quarter.
You should be fair and square.

54 busy aunt choose owe
minute knew square spread

Try to keep busy every minute.
Choose some other time to play.

Which sound of *a* is found with *r* and a silent vowel? Review lesson 36.

55 pare dare scare share
bare fare hare spare

There isn't another chair to spare.

Place silent *e* before *ar* in these words:

56 pear bear tear wear

Please share your pear with him.
Did he tear your new suit?

Learning to Divide Words into Syllables

Pronounce these words slowly before you spell them, pausing after the first vowel. This vowel is long.[38]

fever	favor	hotel	vary	**57**
labor	pupil	begin	duty	

Each word has how many sounded vowels? How many syllables in each? When sounding a vowel we open our mouths, so vowels are called *open sounds*. Consonants are sounded with the mouth closed, or nearly closed, so consonants are sometimes called *closed sounds*. Syllables ending in an open sound are *open syllables*. What name can you give to syllables ending in a closed sound? **58**

Pronounce the following words slowly before you spell them, pausing between the doubled letters. The first vowel is short because a consonant ends the syllable.

ribbon	lesson	button	pillow	**59**
gallon	common	bottom	follow	

Which sound of the vowel did you find in the open syllables in lesson 57? Which sound do you find in the first syllables in the words in lesson 59? Are these syllables closed? The sounds given to vowels in spoken words help us to divide the words into syllables. (Be sure that you can repeat the vowels. The other letters are consonants. Name them.) **60**

What rule for adding *ing* applies here?

61	wedding	planning	stopping	tanning
	canning	shipping	shopping	running

shipping goods Christmas shopping

Double the *t* before adding *ing* as you write these words. Why must *t* be doubled? [40]

62	sit	set	fit	tat
	get	put	cut	let

Where do these words then divide into syllables? What sound has this first vowel? What happened to the one consonant that follows a single vowel before *ing* was added?

These words have but one syllable. Why?

63	prove	freeze	raise	twelve
	cheese	thrown	noise	throat

The child has a sore throat.

Why not divide these long words?

64	bright	strength	strict	prompt
	slight	stretch	struck	length

His strength is as the strength of ten.

Notice that *e* is dropped before adding *ing*:[41]

please	leave	living	losing	**65**
pleas ing	leav ing	liking	giving	

pleasing the teacher leaving the room

Drop *e*, then add *ing* to these words:

bake	dance	file	skate	**66**
vote	place	line	state	

dancing a two-step stating the truth

message	busy	thrown	dozen	**67**
agent	vary	throat	minute	

I have a message from the agent.
The train was thrown from the track.

color	agent	dealer	message	**68**
else	shave	length	strength	

The color of the light was wrong.
So someone else was to blame.

[81]

69	honest	color	prompt	pleasure
	cared	spare	else	covered

That man was not very honest.
He should have cared for the light.

70	sugar	cared	prompt	brought
	coffee	taxes	honest	stretch

The people were brought into town.
We gave them coffee with sugar.

The silent consonant is a hard spot:

71	doubt	comb	crumb	sign
	debt	climb	thumb	gnaw

No doubt they were well cared for.
Not a single crumb was left.

Which letters are silent in these words?

72	often	limb	fasten	calf
	soften	lamb	listen	calm

May we listen to the music?

Simply add *ing* as you spell these words; then pronounce each after *He is*:

wait	count	start	buy	**73**
watch	coast	check	gain	

He is watching for a friend.

The suffix *ful*, one *l*, means *full of*:

helpful	useful	thankful	careful	**74**
joyful	awful	truthful	cheerful	

The noise of the big guns was awful.
We were careful to keep away.

thousand	sugar	freeze	bowl	**75**
whom	queer	coffee	text	

Whom did you see at the fair?
Oh, I saw a thousand people!

during	raise	thousand	sign	**76**
group	listen	though	whom	

I was there during the week and stayed with a group of friends.

Add *er*, then spell; look out for two words:

77 buy	paint	deal	write
sell	build	boil	vote

A MID-YEAR "SPELLDOWN"

sewing	thief	clothing	circus
prove	among	wages	strong
bridge	coach	island	stitch
wrong	thread	goose	though
another	sport	friend	beaten
canned	piece	kettle	ought
oven	kitchen	reached	world
brought	larger	worst	judge
almost	square	manage	pleasure
answer	together	learn	minute
warm	worse	thinner	parent
choose	knock	busy	sugar
twelve	wonder	stranger	biggest
thumb	clever	woman	chair
family	losing	freeze	thrown
careful	doubt	ocean	group

Notice that *a* begins each of these words; pronounce it very lightly. It is called medial *a*:

awhile	across	await	afraid	**78**
around	agreed	afloat	amount	

He agreed to pay that amount.
Are you afraid he will not?

Often *be* is used as a prefix:

before	between	beyond	behind	**79**
began	below	begun	because	

He stood between you and me.
They were a short way beyond.

ocean	due	during the month	**80**
postage	calm	group of children	

More postage is due on this letter.
It came from over the ocean.

yesterday	stair	awful	ocean	**81**
moved	learn	postage	noise	

Please send my mail to Front Street.
We moved there yesterday afternoon.

What letter is the hard spot in these words?

82	money	does	above	cover
	young	once	would	moved

The young woman has lost her money.

83	tomorrow	fern	square	together
	forest	lose	yesterday	minute

Let's go to the forest tomorrow.
We hadn't a minute yesterday.

The prefix *re* occurs in these words:

84	return	repeat	remark	remove
	remain	renew	recall	remind

Re often means *back* or *again.*
Will you return to remind me?

Often *de* stands at the beginning of a word:

85	demand	decide	deliver	delight
	delay	defend	depend	depart

depend upon it goods to deliver

NOTE. Beginnings of words like *a, be, re,* and *de* are called what? They change the meaning in some way.

finish	dodge	please	tomorrow	86
further	color	forest	message	

Did you finish your speech, sir?
Yes, I have nothing further to say.

Notice a change in meaning when *y* is added:

rainy	cloudy	windy	handy	87
lucky	dirty	stormy	steady	

a stormy day a steady rain

Add *ly* to each word as you spell:

week	part	deep	plain	88
most	short	fair	clear	

partly done clearly spoken

Do you drop *e* from these words before adding *ly*?

nice	large	love	live	89
name	like	lone	close	

NOTE. What are *y*, *ly*, and *ful* called? Each prefix or suffix forms a syllable. The rest of the word is called its root. Of what use are prefixes and suffixes?

Fix your attention on the hard spots:

90	aunt	blood	build	minute
	guess	though	group	worn
	chief	owe	dose	dozen

I owe my aunt a dozen needles.

Divide these words into syllables:

91	silver	almost	corner	further
	pencil	person	order	velvet

Use my pencil to write the order.

Add *ed* to each of these words, but pronounce only *d*, because the preceding sound is voiced:[42]

92	form	own	seem	bill
	turn	join	play	show

turned around seemed tired

***Ed* is pronounced *t* when the preceding sound is voiceless.**[42] **Pronounce and spell:**

93	wished	talked	packed	fixed
	passed	missed	backed	washed

NOTE. *Ed* in the above words does not form a separate syllable. When added to a word, *ed* shows that the act is finished.

Pause between the two vowels as you spell these words.[88] How many syllables in each?

poem	fuel	quiet	lion	**94**
ruin	real	giant	trial	

The giant seems very quiet today.

Divide these words by a slow pronunciation. In which syllable is the consonant between the two vowels placed?[88]

truly	favor	moment	gravy	**95**
tidy	flavor	recent	crazy	

yours truly crazy quilt

Divide these words into syllables before spelling. Has silent *e* a separate syllable?

provide	elect	locate	protect	**96**
protest	secure	polite	prevent	

Will you secure the prize?

whose	talked	bruise	during	**97**
laugh	almost	thirty	finish	

Whose laugh did I just hear?
You heard me laugh, I think.

98	earn	whose	fuel	pencil
	eager	truly	laugh	person

Truly, he can earn no money now.
But he is eager to begin work.

99	holiday	whom	decide	judge
	guest	eager	earn	doubt

Will he work on a holiday?
No, he will be my guest then.

Is *teen* a syllable? It means *ten*:

100	eleven	fourteen	sixteen	eighteen
	thirteen	fifteen	seventeen	nineteen

Why did you skip twelve? Spell it.
Can you spell twenty, too?

Long *o* without a silent vowel:[27]

101	colt	folk	ford	post
	bolt	yolk	forth	host

The yolk of an egg is yellow.

captain	planning	ruin	guest	102
soldier	holiday	firm	quote	

Was he a soldier in the army?
Yes, he was my captain in France.

Sight words to use in sentences:

whom	ought	sure	thought	103
whose	sewing	lose	whole	

For whom are you sewing?
Did you lose a whole day?

These words are called contractions. What shows the omission? Write out the full form for each:[16]

won't	hasn't	I've	aren't	104
wasn't	we'll	isn't	didn't	
that's	you'll	I'd	haven't	

broad	cities	soften	soldier	105
fancy	cure	captain	missed	

This is indeed a broad, rich country.
I fancy you don't know how large it is.

106	truth	chief	broad	common
	earning	leave	group	fancy

To tell the truth, I do not.
But I am not earning a living.

107	foolish	hasn't	earning	trial
	learned	thousand	wasn't	truth

Have you learned how to work?
Are you foolish about going home?

Review lesson 93. Pronounce *ed* like *t* before spelling these words. Why does *ed* sound like *t*? Is *ed* a syllable?

108	checked	dressed	worked	watched
	rushed	reached	helped	stamped

dressed well worked hard

109	perhaps	perform	sixty	eighty
	permit	perfect	seventy	ninety

Sixty minutes, or one hour, to play.
Perhaps we may play even longer.

damage	foolish	perfect	moment	**110**
trouble	learned	northern	protect	

Much damage was done by the storm.
Many people will have trouble.

ashamed	worse	trouble	damage	**111**
figure	middle	renew	agreed	

We must figure out a way to help.
I'd feel ashamed to do nothing.

Divide these words into syllables. What sound has the first vowel? Is the first syllable closed? [48]

mister	public	mistake	chapter	**112**
enter	picnic	problem	submit	

He made a mistake in the problem.

Tell where to divide these words. Explain the sound of the first vowel. [48]

ample	candle	single	sample	**113**
ankle	temple	simple	handle	

ample means plenty handle with care

After a short vowel we usually double the middle consonant in two-syllable words:

114

attic	comma	hello	jelly
upper	written	daddy	muddy

a writing lesson use the comma

Write *or* for the sound of *er* in these words:

115

doctor	parlor	honor	sailor
actor	pastor	color	tailor

The doctor and the pastor are there.

116

January = Jan.	April = Apr.
February = Feb.	May
March = Mar.	June

There are two *r's* in February.

117

July	October = Oct.
August = Aug.	November = Nov.
September = Sept.	December = Dec.

We write May, June, and July in full.

Learning to spell directions:

east	north	west	south	**118**
eastern	northern	western	southern	

In these words *es* means *more than one.* The *y* changes to *i* before *es* is added:

cities	duties	parties	cherries	**119**
copies	ladies	stories	studies	

Do cherries grow in northern states?
They are sold in eastern cities.

Compound words. Use each in a sentence:

understand	forward	chairman	**120**
understood	hereafter	handsome	
undertake	afterward	overcoat	

REVIEW OF LONGER WORDS

tomorrow	learned	postage	trouble	**121**
holiday	damage	honest	earning	
together	quarter	figure	soldier	
message	history	captain	ashamed	

Divide these words in a way to show that the first vowel is short:

122

simply	express	extra	temple
entry	exchange	explain	simple

To exchange is to trade.

The syllable division is after the prefix:

123

un less	until	expect	exchange
un paid	unable	extend	example

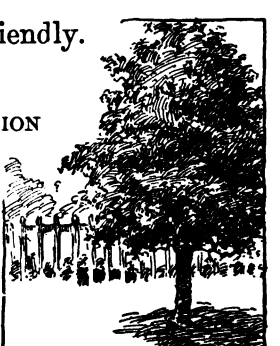
Please explain this example.

The syllable division is before the suffix. Why not drop *e* from the first word?

124

late ly	quickly	friendly	greatly
frank ly	strictly	strongly	slightly

The people are very friendly.



WRITING AN INVITATION

125 **Your school is making plans for Arbor Day. Perhaps you will plant a tree and make a flower garden. Write a letter telling your parents about it and inviting them to attend.**

season	darling	middle	dollar	**126**
reason	handling	settle	collar	

a rainy season — a dollar bill
handling goods — a darling baby

Begin these abbreviations with capital letters. Write out the words for which they stand:

Mon.	Thurs.	Sun.	A.M.	U.S. **127**
Tues.	Fri.	Mr.	P.M.	St.
Wed.	Sat.	Mrs.	P.O.	No.

More words wherein *ing* means *continuing*:

knowing	snowing	trying	painting	**128**
growing	raining	greeting	dwelling	

greeting friends — growing grain
dwelling in houses — knowing words

What spelling rule is used in these words? [41]

owing	raising	waking	inviting	**129**
using	changing	moving	deciding	

changing trains — inviting guests
raising chickens — owing bills

130	already	captain	northern	figure
	ninth	written	ashamed	honor

The letter has already been written.
It was sent on the ninth of the month.

Review page 117, then divide these words into syllables:

131	barrel	narrow	rubber	saddle
	ladder	sorrow	slipper	blossom

We met on a narrow bridge.
Each of us sat in his saddle.

Words containing hard spots:

132	second	color	built	sugar
	heard	knew	soften	wrote

The color of sugar is white.

More words containing hard spots:

133	guess	trouble	o'clock	many
	knife	double	dumb	touch

A double track is greatly needed.

The first vowel is short; then where must the middle consonant remain when the word is divided? [42]

limit	liver	habit	topic	**134**
credit	proper	rapid	model	

give credit rapid work clay model

Divide these words into syllables as you write them: [43]

present	lemon	cabin	level	**135**
patent	profit	robin	linen	

What can we do at present?
Shall we visit the patent office?

eighth	ninth	learned	already	**136**
against	studies	ninety	figure	

It is on the eighth floor.
I am against walking upstairs.

cough	actor	damage	eighth	**137**
health	against	touch	seventh	

It makes me cough very hard.
My health is not at all good.

Words where *ed* is not used to show that the act is finished:

138	bring	think	teach	catch
	brought	thought	taught	caught

taught school brought up

These words have a troublesome final *e*:

139	nerve	nurse	cause	noise
	serve	purse	pause	voice

serve the tea pause a moment
nurse the sick stop the noise

Why are *e* long and *i* short in these prefixes?

140	reply	respect	invite	insert
	retain	request	inspect	insist

I request a prompt reply.

Write a letter to a friend telling him of your last day at school and of your plans for spending your vacation. Perhaps you will use these words:

141	finished	fourth grade	program
	visiting	basket picnic	August

Make an address book and arrange in it the names of the pupils in your room. Put the names of four other children that you know in their proper places. Why is it helpful to have the names in alphabetical order? [44] **142**

Review these words, then spell with *ing*:

act	bloom	carry	break	**143**
light	reach	open	belong	
mail	learn	build	depend	

Write each phrase in a sentence:

the whole country	through the hole	**144**
seems strange	sewing seams	
pail of milk	pale green silk	

Do not waste cloth for a belt; put a cord around the waist.

Sight words for review:

earn	voice	quote	among	**145**
women	cities	group	against	
based	calm	friend	sure	

Pronounce and spell:

146	been	every	iron	café
	again	depot	often	pretty
	busy	blouse	ally	garage

When *l*, *m*, *n*, or *r* is in a final syllable, the vowel with it is a hard spot. Review these words:

147	travel	**148**	level	**149**	labor	**150**	needle
	dollar		lesson		saddle		pastor
	honor		tickle		cotton		kitten
	doctor		bottle		settle		gallon
	broken		trouble		beaten		frozen
	people		wagon		fasten		seven
	handle		happen		sample		ankle
	middle		ample		buckle		dozen
	single		parlor		button		bottom
	soften		ribbon		listen		person
	flavor		barrel		mutton		collar
	blossom		lemon		mitten		given
	eaten		pencil		season		corner
	simple		model		sermon		reason

NOTE. Arrange these words alphabetically.

STANDARD TEST FOR FOURTH GRADE[32]

Fifty per cent of the children in fourth grades of schools surveyed spelled these words correctly at mid-year. You should be one hundred per cent perfect at the end of the year. Test yourself.

bowl	break	perfect	dread
pupil	captain	worse	repeat
acted	holiday	namely	eighteen
freeze	unpaid	putting	struck
stories	limb	owing	answering
further	buyer	useful	ribbon
hasn't	careful	misses	Thanksgiving
gaining	length	rainy	explain
taxes	earning	against	upper
germ	credit	quarter	request
trouble	model	honest	forward
aim	visiting	raise	yoke
greatly	minute	quiet	fourteen
text	Wednesday	clerk	secure
ample	lonely	rapid	extend
isn't	fare	perhaps	favor
tomorrow	we'll	coach	sign
barrel	loving	example	broad
haste	loose	bigger	whose
topic	aid	shown	graze
knot	owned	chose	smooth
beyond	worry	skirt	fern
health	buggy	sitting	listen
truly	attend	bridge	soldier
level	else	crowd	fever

FACTS WE HAVE LEARNED ABOUT SPELLING

1. To form the plural add *s* to the singular. If the pronunciation is thus made difficult, change *s* to *es*: for example, *schools*, *branches*.

2. Drop final *e* before adding a suffix beginning with a vowel: for example, *prove*, *proving*, *proved*.

3. Change final *y* to *i* before adding a suffix unless a vowel precedes the *y*: for example, *try*, *tries*, *delay*, *delayed*.

4. Double a single final consonant, if preceded by a single vowel, before adding a suffix beginning with a vowel: for example, *stop*, *stopped*.

FACTS WE HAVE LEARNED ABOUT SYLLABLES[45]

1. A syllable is a part of a word containing a vowel and spoken with a single stroke of the voice.

2. Every syllable must contain a sounded vowel: *ght*, *spl*, *tch*, *thr* are not syllables.

3. Words containing one sounded vowel are not divided: *sleeve*, *bruise*, *straight*.

4. Words containing more than one sounded vowel may be divided into syllables: *ze ro*, *be gin*, *pa per*.

5. Two vowels standing side by side are in the same syllable when sounded together: *pow der*, *toi let*, *rea son*, *ei ther*. When the vowels are sounded separately, the syllable division is between them: *po et*, *cru el*, *vow el*, *tow er*.

6. Prefixes and suffixes are separated from their roots when words are syllabified: *ex tend ing*, *un like ly*, *re port ed*.

7. When one consonant stands between two vowels, it generally goes in the second syllable: *ba sin, so fa, o mit, o bey.* But if the first vowel is short, the consonant remains in the first syllable to close it: *mod el, rob in, sol id, vis it.*

8. When two or more consonants stand between two vowels, as many as can be pronounced smoothly go with the second vowel: *re plied, de scribe, pro gram.* The others, if any, remain with the first vowel, closing the syllable.

9. If two of the consonants are alike, the syllable division comes between them: *beg gar, pep per, puz zle, mat tress* (except when the root syllable ends in a doubled letter, as, *fuss ing, bluff ing, roll ing,* etc.).

10. When words are divided at the ends of lines, or for other reasons, the division must be between syllables.

FACTS WE HAVE LEARNED ABOUT VOWELS

1. A vowel is generally short in the closed syllable: *band, help, lift.*

2. A vowel is generally long in the open syllable: *so lo, fe ver, pu pil.*

3. A vowel is generally long when a silent vowel accompanies it: *laid, boat, brief.*

4. A vowel sound may be modified by the letter *r*: *far, her, firm, fork, burn.*

5. Broad *a* is usually followed by *l, w,* or *u*: *salt, lawn, daub*; when the sound of *w* (*w, wh, qu*) precedes *a,* it is pronounced like short *o*: *wad, what, squash.*

6. Double *o* may be long or short like a single vowel: *book, soon.*

NOTES FOR THE TEACHER

NOTE 1 (page 1). The purpose of this rime is twofold: to teach the sounds of the letters when only their names are known, and to teach their names when only the sounds have been learned. Both sound and name should be associated with each letter symbol as a preparation for spelling.

NOTE 2 (page 3). Starch, in his "Educational Psychology," page 322, gives, as the second step or process involved in learning to spell, the "reception upon the retina (or the ear) of the visual (or auditory) stimuli of the *first letter* of the word." Then the second letter is attached to the first; finally the last letter is added to complete the spelling. The child must recognize the sounds of the word in the order in which they occur and associate each sound with its letter. The problem changes when unphonetic words are to be taught. See note 13.

NOTE 3 (page 8). When two of the same letters come together in a syllable, we may indicate the fact by using the word "double." Spell *less*, *l-e-double-s*. When the syllable division comes between the doubled letters, each should be spoken with a slight pause between, for example, *allow*, *a-l l-o-w*.

NOTE 4 (page 10). In learning the spelling of a phonetic word, first, pronounce it distinctly; next, note the separate sounds; finally, name in order the letters that represent the elementary sounds. An unphonetic word must be visualized as a whole, spelled orally, and then written.

NOTE 5 (page 10). Pronounce each word distinctly and encourage the children to do so. The importance of this cannot be overstated.

NOTE 6 (page 11). Grouping of words in spelling exercises is as important in written spelling as phrasing in reading. The word group often conveys the meaning when the single word does not.

NOTE 7 (page 11). In spelling *do*, *you*, and other unphonetic words pay no heed to sounds. Write the word on the board calling each letter as you do so. Ask the children to spell the word aloud as they *look* at it. In other words the appeal must be made through the eye. See Introduction and note 13.

NOTE 8 (page 12). Notice the two consonants after the vowel in this and the next two lessons. Pronounce each distinctly before spelling.

NOTE 9 (page 14). Teach the spelling of a consonant digraph (*ng*, *nk*) as you would teach an unphonetic word. The sounds of the letters in this relation are unlike their sounds with which the children are already familiar. This done, you may safely proceed to the study of these lessons on a phonetic basis. See note 13.

NOTE 10 (page 16). The change of the vowel sound when *e* is added to a word is very important as a principle in spelling. Call attention again to the fact that *e* is not sounded, but that the long sound of the other vowel tells you to add the *e*.

NOTE 11 (page 17). The formation of compound words is here illustrated. Show the children the single words of which the compounds are composed.

NOTE 12 (pages 19, 20 and 21). Children with some phonetic training will only need to review these sounds as a preparation for the exercise that follows. Other children may here be taught the sounds of these letters before learning to spell the words. See note 46.

NOTE 13 (page 19). This lesson introduces the teaching of unphonetic, or sight, words. A child cannot rely on the pronunciation of *come* as a guide to its correct spelling: *o* has the sound of short *u*, and this sound calls for no final *e*. Phonetically the word would be spelled *cum*. About one fifth of our words present difficulties of this sort and therefore must be taught through visualization. Proceed somewhat as follows: Write the word on the board calling the names of the letters as you write them. Explain the meaning if not already known. Ask the class to pronounce and spell the word from the board, watching the letters as they do so. Erase the word and have the children spell it orally, then have them write it on paper

several times, spelling it as they write. Finally, ask the children to write sentences containing the word. These sentences may be dictated by the teacher or composed by the pupils. Later the spelling should be tested by the use of the dictation sentences given in the text. In each of these lessons the new words are in large type at the left of the page while the words in smaller type are selected for review. Always the two developed words are reviewed in the following lesson, together with others that have been found to be of unusual difficulty. When testing, all the words should be spelled and the sentences or word-groups written.

NOTE 14 (page 26). In these words *y* is the silent vowel which causes *a* to be long. It is so used when the word *ends* in the long sound of *a*. Compare the effect of *y* on the sound of *a* with the effect of final *e* in such words as *cane* and *made*.

NOTE 15 (page 29). These four underscored words need emphasis as they are exceptions to a rule. Later the children will learn to follow a short vowel with *t* before *ch*.

NOTE 16 (page 31). Explain the use for the apostrophe in connection with letter omissions at this point.

NOTE 17 (page 33). Most words having a long vowel and ending with the sound of *s* are spelled with *ce*. Exceptions like *dose* and *case* call for special drill. Generally *g* has the sound of *j* when followed by *e*.

NOTE 18 (page 34). Frequent reviews are intended as a part of this course in spelling. Reviews should be varied and irregular but not omitted. It is unwise to consider a word taught until it can be spelled correctly without review or other warning.

NOTE 19 (page 34). First have the letter copied carefully, giving heed to every capital and every mark of punctuation. Later it should be written from dictation. This type of spelling lesson should fit into the language work.

NOTE 20 (page 37). Teach the simple rule for forming plurals of nouns by adding *s*. Sometimes *s* sounds like *z*. Enunciate to show this. *Es* forms some plurals.

NOTE 21 (page 38). Explain the *continuing* nature of the action of the verb that simply adding *ing* makes in the meaning. Later the changes in the root form before adding *ing* will be explained.

NOTE 22 (page 39). Sight words are words not spelled as pronounced; hence the pronunciation is no guide to the correct spelling. This necessitates a special type of teaching. See note 13.

NOTE 23 (page 40). The child should *hear* each of the consonants preceding the vowel in the pronunciation before attempting to spell the word.

NOTE 24 (page 42). The "spelldown" may be either oral or written, though the children usually prefer the former. Frequently the school is divided into two groups and the words are spelled first by one group, then by the other. A pupil is seated as soon as he misspells a word; the group having the last pupil standing being declared the winner. The outstanding objection to this exercise lies in the fact that the poorest spellers get the least practice. A better plan is for all pupils to write the words as pronounced. The papers are then checked for mistakes and the group showing the smallest number of checks wins the contest. Pupils making mistakes should be required to learn the misspelled words for a subsequent test.

NOTE 25 (page 43). Ordinarily when a word ends in the sound of long *e* we expect to spell it with double *e*. The few exceptions, *me*, *he*, *be*, etc., are like syllables in longer words. The added consonant shortens the vowel.

NOTE 26 (page 43). Be careful in teaching this lesson to make clear the principle of the short vowel in the closed syllable. See note 38. In this lesson the vowel is not shortened by the addition of a consonant because silent *e* is present.

NOTE 27 (page 45). The words in lessons 93 and 94 should be taught as exceptions to the principle of the silent vowel and remembered by their association in their respective groups.

NOTE 28 (page 50). The letter *a* is often a prefix of words. The pronunciation approaches that of short *u*; pronounce it very lightly.

NOTE 29 (page 51). A spelling difficulty occurs when silent *a* is

used with long *e*, as *ee* and *ea* are phonetic equivalents. Likewise *oa*, *ow*, and *oe* are hard spots. See note 35.

NOTE 30 (page 53). Teach that the letter *r* plays an important part in determining the sound of the vowel *a*. Watch words containing this sound of *a* when not followed by *r*; *calm*, *aunt*. Treat *o* similarly. The letters next to a vowel often determine its sound.

NOTE 31 (page 56). Homonyms are words wherein the pronunciation does not make the meaning clear. They should be taught in sentences. This may be done in several ways. The teacher dictates a sentence and asks for the spelling of a certain word in it; the teacher pronounces a word and the children write a sentence containing the word; the teacher may pronounce a word, then define it, and the class spell the word; or the teacher may only pronounce the word, requiring the pupils to define the word they spell. The important thing is that the meaning be always associated with the spelling of a homonym.

NOTE 32 (page 58). This standard test at the end of each grade is significant. It offers a way of measuring the success of your work in spelling as well as of gauging the progress of your pupils. This list contains phonetic and unphonetic words, also words with prefixes and suffixes and words showing the uses of the apostrophe and the hyphen.

NOTE 33 (page 62). The meanings of many words are shown by using them in word-groups, phrases, and sentences. Investigations reveal the fact that column and context spelling are both advantageous in teaching children to spell.

NOTE 34 (page 63). With few exceptions *y* changes to *i* as soon as a syllable is added. The exceptions occur when *y* is preceded by a vowel, or when followed by *ing*. Often *y* so changes when only a letter is added; *bay*, *bait*.

NOTE 35 (page 64). These lessons deal with the spelling difficulty caused by phonetic equivalents; *ee* and *ea* are phonetic equivalents because they are pronounced alike. The same is true of *er*, *ir*, and *ur*; of *ou* and *ow*; of *au* and *aw*. The child has no clue to the

correct spelling of that part of the word from its pronunciation. It is a hard spot. Teaching words of this type calls for two steps. First, teach the words in individual groups; then mix the groups in review lessons. Where homonyms occur, the meaning should accompany the spelling.

NOTE 36 (page 69). The combinations of consonants *tch*, *ck*, and *dg* need special attention. The first consonant *t*, *c*, or *d* may be considered silent. It is present after a short vowel (*itch*, *neck*, *edge*) and is dropped after a long vowel (*each*, *lake*, *cage*). The exceptions are so few as to make this a helpful spelling rule.

NOTE 37 (page 81). A diphthong is a union of two vowel sounds. There are four regular diphthongs: *oi*, *oy*; *ou*, *ow*. The last pair offer a spelling difficulty when within a word (*crowd*, *proud*); but the others do not since *oi* does not occur at the ends of words. *Oy* within a word, and *ou* at the end occur only rarely.

NOTE 38 (page 96). The study of syllabication is begun by a slow pronunciation of the words. Each spoken vowel is the basis for a syllable. A word wrongly divided at the end of a line is misspelled. Teach the simple statements regarding syllabication as the children have need for them. They occur on page 142.

NOTE 39 (page 105). At the beginning of a word or syllable *hard c* is used before *a*, *o*, or *u*. and *k* before *e* or *i*. Ending a monosyllable *ck* is used after a short vowel, *k* after a long vowel (see note 36). Ending longer words *c* is far more common than *ck* following a short vowel (picnic). Children will soon learn to utilize these facts in spelling if attention is called to them.

NOTE 40 (page 118). Emphasize the conditions under which the consonant doubles. There must be but *one* consonant with *one* vowel preceding, while the suffix must begin with a vowel.

NOTE 41 (page 119). Fix the habit of dropping final *e* before a suffix beginning with a vowel. Give practice in the spelling of many such words. The few exceptions will be developed later on.

NOTE 42 (page 126). A breath sound is said to be voiceless; while a sound spoken aloud is said to be voiced.

NOTE 43 (page 131). The fact that the first vowel is short holds the following consonant in the first syllable. A syllable is said to be closed if it ends in a consonant. This makes the vowel short (page 117).

NOTE 44 (page 139). Use the telephone book to teach the value of arranging words in alphabetical order. To be familiar with this arrangement of words is a necessary preparation for the dictionary.

NOTE 45 (page 142). These simple statements about what constitutes a syllable and about the division of words into syllables will prove very helpful to children when studying polysyllables. Do not require them to commit the statements to memory or to give a rule every time use is made of one in a spelling exercise.

NOTE 46 (page 145). "The value and use of phonics: the study of phonics directly aids the learning of spelling by giving a knowledge of the sound value of letters; by developing clear articulation and accurate enunciation; by correcting inaccuracies of speech; by strengthening the association between the common speech sounds and their literal equivalents; and by calling attention to the common elements of words." — "The Teaching of Spelling," by TIDYMAN

To avoid fine, this book should be returned on
or before the date last stamped below

10M—9-39

A28.2
I673
bk.1

BALCONY COLLECTION
CURRICULUM LIBRARY

LIBRARY, SCHOOL OF EDUCATION, STANFORD
594324